



POLICY:

Relational & Behaviour Policy

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Review Body: Local Governing Board

Date Adopted: 22nd April 2024

Date Approved: 28th September 2026

Review Date: Spring 2027

Review Frequency: Annual



Parley First School
Relational &
Behaviour Policy



Contents page

Glossary

Section One

- Core belief and values
- The Power of Relationships
- The Impact of Disruption for children and young people
- The Significance of Differentiation
- The Need for State Dependent Interventions
- The Four Key Elements for our journey together as a community

Section Two

- Expectations for staff; School Standards Board, Head teacher and staff
- Expectations for pupils
- How we measure effectiveness

Section Three

- Using PACE as an attitude at all times
- Dyadic Developmental Practice
- The 4Rs sequence
- Use of consequences
- The principles Team Pupil
- When children don't reciprocate our connection with them
- When there are minor infractions
- When there are serious incidents
- Staff Self-regulation
- Attunement
- Self-reflection
- Regaining Balance
- Relational repair

Section Four

- Vulnerability Vs shame
- Remaining open and engaged

Section Five

- Celebrating relationships



Glossary

Differentiation	<i>Offering experiences in which the approach or method is adjusted to meet the needs of the individual.</i>
Intervention	<i>The action or process of intervening. Offering additional support and therapies to meet the individual's needs.</i>
Community	<i>A social group of any size.</i>
Felt safety	<i>When a child perceives that they are safe in their environment.</i>
Expectations	<i>A belief that something will happen or is likely to happen.</i>
Regulation	<i>Regulation is the ability to exert control over one's emotional state. It is a practice of cultivating a buffer of time between feeling the emotion and your reaction to that emotion.</i>
PACE (Playfulness, Acceptance, Curiosity, Empathy)	<i>PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is an approach that focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life.</i>
Dyadic Developmental Practice (DDP)	<i>DDP is a broad approach for parents and caring for children. The model, used by professionals and parents is a tool to support children recover from trauma and disrupted attachments through the parenting, education and care they receive as well as through appropriate therapies.</i>
Relational	<i>Being relational means acknowledging the interconnectedness of human nature and the important role that relationships play in our lives.</i>
Trauma	<i>Trauma is when we experience very stressful, frightening or distressing events that are difficult to cope with or out of our control. It could be one incident, or an ongoing event that happens over a long period of time.</i>
Reflection	<i>Taking the time to think about, meditate on, evaluate and give serious thought to your behaviours, thoughts, attitudes, motivators and desires.</i>
Relational Repair	<i>Secure attachments are not formed as a result of preventing relational ruptures. Secure attachments are formed as a result of repairing ruptures.</i>
Integration	<i>Integration occurs when separate people are brought together.</i>



Therapeutic	<i>Therapeutic is a philosophy that focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health.</i>
Social engagement (polyvagal)	<i>The polyvagal theory proposes that the</i>
Blocked Trust	<i>Children who have faced challenging early experiences may struggle to have trust in the world and the adults in their lives. They suppress their desire for support and connection to cope with these hardships. Consequently, they develop a tendency to not depend on, or have confidence in, adults.</i>
Name it to tame it	<i>Identifying an intense emotion ("naming") has the effect of reducing the stress and anxiety ("taming") in the brain and the body that that emotion is causing.</i>
ACES	<i>Adverse Childhood Experiences</i>



Section One

1.0 Core beliefs and values

*At Parley First School we believe in 'Children First Always'. This means adopting a whole school **relational approach** based on nurturing principles that consider how we interact and communicate with one another. Relational approaches are paramount to support all children's well-being, providing them with a safe space to settle, learn and be fully engaged in school. As a school, we recognise that children must feel safe in order to engage socially, explore, play and learn. We understand that children look to the adults around them to gain a sense of safety. At Parley First School we ensure that we are predictable, reliable and trustworthy through our actions and not just our words.*

"Quality relationships provide the necessary vehicles for adaptation and recovery...every relationship has the power to confirm or challenge everything has gone before."

Dan Hughes and Louise Bomber – Settling to Learn (2013).

*We know that children need high levels of nurture, empathy, with containment and structure, to support them to feel safe. We ensure the use of clear boundaries, predictable routines, **expectations** and regulated responses to behaviour. We want children to grow emotionally and cognitively and fulfil their potential. Natural consequences that follow behaviours are made explicit with the removal of enforced sanctions which cause shame and children to be or feel rejected by their peers, school **community** and family. As a school, we believe in appropriate and consistent discipline (teaching) not punishment. When a behaviour is managed through teaching, the child will learn about consequences and taking responsibility for their own actions. The aim of this is to encourage the child to learn to manage both their feelings and behaviour. The results over the long haul are bound to succeed.*

At Parley First School, we believe that as each child in our school is unique, they will require differentiated systems, some needing more support than others. We are aware that being fair means not giving everyone the same thing (equality) but giving everyone what they need (equity) with appropriate support.

1.1 The Power of Relationships

*At Parley First School we recognise the power of **relationships** and how they impact on the well-being and learning of our children and staff. We focus on providing an environment that nurtures safe and trusted **relationships** allowing children to become attached to the staff, other children and the school. Staff are open, engaged and interested in children and their experiences. Staff need to be present both physically and emotionally for all children, authentic in our responses and actions, with the intention to be relational at all times. At Parley First School we are always working on building, maintaining or repairing **relationships** with our children.*

"Positive school relationships can make a significant difference on many levels, in many areas and to all stakeholders. It therefore makes sense for all schools to focus on the development of relational quality school-wide, for both educational excellence and authentic well-being."

Sue Roffey Develop Positive Relationships in Schools. University of Exeter.



1.2 The Impact of Disruption for children and young people

At Parley First School we recognise that areas of a child's functioning are likely to have been affected by **trauma**. A traumatic experience could be repeated bullying, bereavement, physical, sexual or emotional abuse, domestic violence or abuse, an accident, a severe illness requiring medical **intervention**, a parent's physical or mental illness, violence or neglect. The **trauma continuum** (see appendices) helps those working with children to use shared language and suitable **intervention** to support the child. We must also be mindful and acknowledge that **trauma** can occur while a child is pre-born, and this is known as 'In Utero' **trauma**.

"Trauma experienced in childhood can have the most adverse consequences when cognitive functions and central nervous systems are still developing and maturing."

Psychological trauma. Van der Kolk (2023)

Sleep patterns, coordination, sensory, heart rate and breathing are affected. The child's **executive function** can be affected which means they could struggle to problem solve, self-regulate and to build positive relationships. Children that have experienced such **trauma** may struggle to trust others and feel anxious or shame. We understand the centrality of relationships, the impact of threat and fear and acknowledge that children communicate their needs and fears through behaviour. See **Trauma Tree** in appendices.

"Trauma is defined as an experience where the person is terrified and powerless and then overwhelmed. It is not so much about what has happened to them but how that impacts."

Betsy de Thierry - Teaching The Child On The Trauma Continuum (2015)

1.3 The significance of differentiation

At Parley First School, occasionally our children find it difficult to engage in connecting due to developmental **trauma**, adverse childhood experiences (**ACEs**) or neurological differences. This is when **differentiation** is needed. The emotional and social tasks we expect from our children will be informed by the developmental stage, capabilities and vulnerabilities of the child and their regulatory state. As educators, we have a duty of care to ensure that we explore the cause of the behaviour that is being presented. Whilst not all children have experienced **trauma**, using our **trauma**-informed awareness allows systems to be put in place to support all children overcome these behaviours. These approaches will provide early opportunities to address the difficulties that a child is facing. Focus, care and acknowledgement is given to the difficult emotions a child is feeling demonstrating to the child that they are seen and understood, whilst exploring what can support them and enable them to express themselves in a different way.

1.4 The Need for State Dependent Interventions

In periods of stress, the body's fight, flight or freeze response activates. A regulated nervous system experiences the stress but returns to normal when the threat has passed. This period during which you can self regulate is called the window of tolerance, and most people move through several of these cycles daily. Children who have experienced toxic stress (sustained and chronic stress), their brain is easily triggered or remains 'on' and in fight, flight or freeze survival mode.

This means that children who experience toxic stress find it very difficult to form secure relationships; regulate their emotions or behaviour; think, learn or reflect. It is only when people feel safe and have access to the thinking part of their



brain that they can calm down, relate to others and learn. See Dr Dan Siegel's [Hand Model of the Brain](#) explains how we can use our ability to reason, or 'flip our lid' in perceived stressful situations. (see appendices)

At Parley First School, we use attunement which involves being observant and responding. Babette Rothschild's Autonomic Nervous System Chart (see appendices) helps us to identify what state the child might be in and plan for how we will respond using our **graduated response** (appendices). This could include:

- Team Around the child – only the most familiar adults to the child engage with the **relational repair**. This decreases the stress and supports the **social engagement** system. The importance of togetherness, connection and relationships is critical to help with regulation.
- Increase structure and supervision where needed
- Regulatory **interventions** before cognitive tasks at regular intervals.
- Identify stressors and calmers
- ELSA (Emotional Literacy Support)
- Mental Health Support Team for schools
- Play therapy
- Roots and fruits plan (appendices)
- **Therapeutic** plan (appendices)

1.5 The Four Key Elements for our journey together as a community

- Know the story

At Parley First School we gain knowledge of the child's lived experiences from pregnancy onwards. We use curiosity as a way to explore and find out more to get the best outcomes for children in our care. We take special note of any **relational disruption**, **ACEs** or **toxic stress**. As relational adults it is important to know a child's individual **stressors** and **calmers**.

- Increase felt safety

Adults at Parley First School work hard to provide **felt safety** for a child. Adults are open and welcoming on entry, children have opportunities to check in throughout the day. Staff reflect on their tone of voice, ensuring that it is calm and reassuring for all children. Adults use open and warm body language and are always modelling appropriate responses to situations. These approaches ensure we communicate safety to our children.

- Soothe the alarm

When a child is overwhelmed with a range of feelings they are supported by a regulated adult that can share their calm. This adult is someone that the child trusts and feels safe with. Adults identify themselves as stress regulators, aiding children to find their calm. We use **co-regulatory approaches** to settle and soothe a child e.g. **sensory breaks**.

- See the child

At Parley First School we communicate, remember and accept the lived experiences that children have been through. As adults we ensure that children are supported using kindness and empathy. We are connection focused, giving children quality time in with an adult. Adults are regulated being able to physically and emotionally attune to the children in our care. At Parley First School we want children to understand how much we value our time with them as individuals. We always ensure that we have a positive unconditional regard for them



Section Two

2.0 Expectations for staff

*At Parley First School we understand that our staff come with a range of different experiences. As adults it is important for us to recognise our own worries and beliefs but be able to put these to one side to focus on the child. We show kindness to children and treat them with respect. We commit to providing a calm safe place for children to learn by increasing **felt safety**. Our interactions with children are genuine. We are physically and emotionally present and are attentive, attuned and responsive.*

Local Governing Board:

- *Ensure the policy reflects the school context and is published on the school's website*
- *Monitor the effectiveness of the policy and outlined procedures*

Head teacher:

- *Ensure the policy reflects the school's values and is influenced by the CAT principles for behaviour and relationships*
- *Ensure all staff are familiar with the policy and agreed approaches*
- *Ensure all parents are familiar with the policy and agreed approaches*
- *Monitor and evaluate the implementation of the policy*
- *Identify staff training, as required, to ensure practice is current*
- *Report to the School Standards Board about the standards of behaviour on a termly basis and annually concerning the overall implementation and effectiveness of the policy*

Staff:

- *We demonstrate kindness and treat all children with respect*
- *We provide a calm, safe place for children to learn but increasing **felt safety***
- *We communicate calmly, confidently and clearly, without shouting to keep stress low for the child*
- *Our interactions with children are genuine; we are physically and emotionally present and are attentive, playful, attuned and responsive*
- *We are curious and we 'chase the why' to consider a child's presentation and think about what they must be feeling*
- *We respect a child's biological reactions to stress, which can be displayed physically or verbally*
- *We soothe the alarm by engaging in regulatory sensory activity before we engage in conversation to address what has happened*
- *We model how to cope in difficult situations, referring to the Zones of Regulation (See appendices D)*
- *We co-regulate; a child must never reflect on their behaviour by themselves*
- *We apologise if we make a mistake and help build trust and respect*
- *We reflect on what could have been done differently if the situation has occurred again*

Staff undergo regular training to ensure that their practice is relative and appropriate for the children in our care. Parley First School value self-care and believe that staff who feel safe, happy and secure can provide the same for our children.

"Without relatedness, no work can occur, [...] Connect before content."

Peter Block, Community: The Structure of Belonging (2008)



2.1 Expectations for pupils

Children at Parley First School are valued and cared for. We recognise that every child has a different starting point and that this will have an impact on their education. We teach children the difference between equity and equality ensuring that children understand and respect individual needs of their peers. We strive to develop well rounded, emotionally literate children who will become functional adults and members of society.

- *Children are expected to look out for others*
- *Children are expected to co-operate with others*
- *Children are expected to be ready to learn*
- *Children are expected to treat others with respect*

*Through **differentiation**, we ensure that the **expectations** for children are appropriately differentiated where necessary to support their emotional and social needs. Children are encouraged to persevere together as we know the more, we try the stronger we can become. Children are expected to use words and bodies to communicate kindness. Children are encouraged to include everyone. Everyone belongs in our school, and everyone can contribute because everyone matters. Children are encouraged to explore together as they may find something that interests them and makes them smile.*

2.2 How we measure effectiveness

- *Pupil voice is important*
- *Children vote for a school council member who can represent and share their views*
- *Team Around the Child meetings take place to discuss vulnerable children and their needs*
- *We conduct termly meetings with the SENCo and staff to discuss SEND and vulnerable children*
- *SLT monitor the number of incidents and trends on My Concern*
- *Provision Maps are used to measure the impact of provisions and set SMART targets*

“..if it is predictable, its preventable”

Mark Finns 2023



Section Three

3.0 Using PACE as an attitude at all times

*At Parley First School all staff are trained and aware of the **PACE** (Playfulness, acceptance, curiosity and empathy) approach and use this attitude and communication style to support all children in our setting. We focus on connecting with children to allow them to feel safe to explore. Staff respect and acknowledge that focusing on the whole child and not just the behaviour is key.*

Playfulness – Light atmosphere, gentle soothing voice, expressing a sense of joy, playful interactions, delighting in being with each other

Acceptance – Unconditional acceptance, actively communicating acceptance of wishes, feelings and thoughts. Accepting all children without judgement or evaluation.

Curiosity – Show interest in their lives, reflect on their behaviour without judgement, show that adults understand and simply want to understand why with them

Empathy – Adults demonstrate compassion, are empathetic towards children and show the child that they are important. Adults feel with children and show them that they are not alone with their big emotions. Children are not left to manage distress alone

3.1 Dyadic Developmental Practice (DDP)

*Parley First School respect and support a DDP (Dyadic Developmental Practice) principles and approaches to support children who are recovering from **trauma** or who have had disrupted attachments through parents, education and care. Parley First School work alongside families to form a network around the child to ensure appropriate and supportive and **therapeutic** strategies and **interventions** are in place.*

*When distressed behaviour is presented and a child is at crisis point, staff remain curious, engage in **PACE**. We strive to understand why the children has done what they have done to support and teach them another solution to the problem they are trying to solve.*

3.2 The 4Rs sequence of engagement

*At Parley First School, when a child has become dysregulated, we follow a sequence of engagement created by Louise Bomber, regulate, relate, reason, repair. This is an approach to **trauma** informed practice which incorporates the principles of **DDP** and **PACE** attitude.*

Regulate – A way of Soothing	Strategies
<i>Regulation is the ability to control and moderate the level of emotional arousal. Regulation needs to be experienced before being taught. We are teaching the child that it is possible to shifts states, sensations and feelings by</i>	• Use co-regulatory approaches to settle and soothe a child e.g. sensory breaks. - snacks, music, sensory bags, interactive play



engaging with something on a sensory level. It is the adult's responsibility to support children when they are dysregulated. This adult is someone that the child trusts and feels safe with. Adults identify themselves as stress regulators, aiding children to find their calm. We use co-regulatory approaches to settle and soothe a child e.g. sensory breaks.	• Provide the child with a safe space which is smaller, cosy and more comfortable than other spaces in the school. • Using the outdoor space to climb, connect with nature • Follow lead follow
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Relate – A way of connecting	Strategies
Relating to children is a critical part of teaching. When a child feels understood their state, feelings and behaviour start to relax and change. Through quality interactions together, we are teaching the child that relationships can be safe and positive.	• Use playfulness which will reduce the sense of threat. It enables connection and learning. • Reframing discipline – less threat will mean fewer challenging incidents and less confrontations. • 'Name it to tame it' It is a technique that involves noticing and labelling emotions as they're happening. Identifying an intense emotion ("naming") has the effect of reducing the stress and anxiety ("taming") in the brain and the body that that emotion is causing. "I can see you are angry as your fists are clenched." • Use curiosity - "I wonder what might have happened". • Body language – arms open, take a step back with surrender arms, face expressive of emotion that mirrors the child's experience.

Reason – A way of reflecting	Strategies
Reason is the opportunity to teach them to pause, reflect and consider. This can only happen once the adult has fully attended to the child's regulation and relationship. Once the child is ready, we can teach our children that they can impact their world.	• Reflection time with an adult from the team around the child. Asking what instead of why. Ask thinking questions before feeling questions. • To allow children to communicate in a way that keeps them regulated, use drawing, comic strip conversations, a story book, pictures, objects, animals to support the reflective conversations. • Stay warm, open and engaged.



Repair – A way of re-connecting	Strategies
Every time we repair a relationship together with a child, we teach them that it is possible to put things right. We do not believe in the concept of punishment as this would lead to the child feeling shame and angry, rather than reflecting on the impact of the behaviour on others.	A conversation between the child and the adult from the team around the child to determine what can be done to put things right linked to the behaviour. For example: Saying sorry, fixing something that is broken, doing a random act of kindness

3.3 Use of consequences

At Parley First School, we believe in restorative approaches following conflict or when incidents have occurred. This approach is evidence based and proven to be more successful in prompting learning, moving away from punitive sanctions which can cause shame and are likely to make children feel rejected by peers, their school **community** and family. This supports children in developing greater understanding, empathy, and responsibility. Setting limits on behaviour and re-affirming **expectations** within the context of a positive relationship is a core part of the approach. We use protective and educational consequences to support the child and those that may have been affected by behaviours. A protective consequence is the removal of a freedom to manage harm. An educational consequence is the learning, rehearsing or teaching so the freedom can be returned. **Protective consequences must be followed by an educational consequence.**

<u>Examples of consequences</u>	
<u>Protective consequences</u>	<u>Educational consequences</u>
- Increased staff ratio and supervision - Limited access to outside spaces - Escorted in social situations - Differentiated teaching space - Differentiated resources	- Learning the relevance of and completing tasks - Rehearsing and practicing behaviour expectations - Assisting with or planning for repairs - Opportunities to increase understanding - Conversation and exploration

3.4 The Principles of Team Pupil

Team Pupil (Louise Bomber 2016) brings together a team of key adults around a child. These adults work together to provide care and support for the child. The adults in Team Pupil recognise that this work can be challenging with many peaks and troughs. They recognise that children that have experienced **relational trauma** need this support network in order to succeed. Through perseverance and determination, this team of adults teach children the power of relationships, that adults truly care and celebrate successes.

3.5 When children don't reciprocate our connection with them

"Make regular deposits into the 'social capital' bank"

Restorative Practice – Mark Finnis (2023)



Not all children will reciprocate with our interactions and attempts to connect. For these children we must give time through smaller, more manageable opportunities for them to build trust and faith in us as adults. Not all children arrive at school with the same 'money' in their 'bank'. Some children arrive with an abundance and others start their day in debt. For these children we must remember that little and often is the best approach (Mark Finnis, 2017).

*We recognise the importance of how we communicate both verbally and non-verbally through gestures and facial expression. We seek to give a child struggling with connection space but also look to gain opportunities to learn about them as an individual in order to show that we care. At Parley First School we understand that some children will be experiencing **blocked trust** and will be frightened to connect with adults. We respect children's biology and see their defensive responses to our attempts to engage as a protective shield. It is our role to provide safety and security to these children in order to them to lower their guard.*

"Every interaction is an intervention"

Treisman (2017)

*As staff, we trust the process that change will come as the connection between the staff member and the child becomes stronger. We prioritise adults spending quality time with children who have experienced **relational trauma**, being physically and emotionally present, attentive, attuned and responsive. We wonder aloud so that the child can be curious too, and will start to make links between states, sensation and feelings. We use the 'Hand of Options' (see appendices K) to help support a child in understanding what may be happening for them.*

3.6 When there are minor infractions

*At Parley First School we ensure Quality First Teaching which works alongside the **relational** approaches which staff learn through regular training. Being able to manage low level disruption through **relational** approaches and good quality inclusive teaching will lead to a calm and supportive environment where all children are able to learn.*

'A pupil's behaviour is communication, the beginning of a conversation. As education staff

we need to involve ourselves in this communication. A conversation is a two way,

interactive process. Before making a reply, we need to support the pupil to communicate further, by increasing

our felt safety cues, whilst also remembering their lived experiences.'

Bomber, L.M (2020)

Staff will follow the Graduated Response to behaviour to support them in managing minor infractions. (See appendices)

3.7 When there are serious incidents

A serious incident is when the child's behaviour means that they or other people are not safe. It could include violence, persistent taunting, teasing and bullying behaviour. During serious incidents, staff at Parley First School will continue to use the sequence of engagement (the 4 Rs). Children who experience such crises will have a plan to keep them safe, which is agreed with all adults who care for the child and themselves. Some crisis situations arise unexpectedly and there may not be a specific plan in place.



*Children need to know and trust that they will be kept safe. Sanctions or punishments will not be used as a response to incidents as these can lead to children feeling humiliated and shamed. We would advocate 'time in' rather than time out and so this is not an exclusion. The work that takes place with the child will seek to reintegrate them with the school **community**. Different children will have different needs and will be at different stages of their development. In order to be fair, we will be responsive to need, this means not treating everyone as though they are the same. Equality does not mean everyone getting the same, it means everyone getting their needs met. Responses to incidents will therefore need to be specific to the child's needs.*

Staff will follow the Graduated Response to Behaviour to support them in managing serious incidents. (See appendices)

3.8 Staff Self-Regulation

*Staff at Parley First School understand the importance of being grounded and connected, so they are ready to support the child. Being aware of their own emotions allows the adult to be able to remain present and empathetic towards a child's strong emotions, such as anger, power struggles, anxiety, and distress, without allowing their own emotions to take over. Staff at Parley First School will check on their own and other adult's **regulation** and swap in if necessary, using a 'change of face' approach.*

3.9 Attunement

Attunement involves aligning with the child's emotional intensity, whether positive or negative, on an energetic level to establish a connection with the child during moments of distress or happiness, mirroring their emotional state. The child will experience this as connection with the other. It will help them to understand how they feel and will show them that you 'get it'. A person who is well-attuned will respond with the most appropriate tone of voice, facial expression, body language and verbal language based on their best sense of what is going on in the other person. Staff at Parley First School attune to the child by giving their full attention and by being curious. They wonder what the child might be feeling, what might be happening in the child's physical, emotional and mental world and what the child needs.

3.10 Self-reflection

*Staff at Parley First School will be open to noticing and understanding their own internal experience which can increase their empathy and compassion for themselves. When emotion and **reflection** work well together the brain is strengthened, allowing more resilience to stress. Adults will need to have the time and space to reflect on their practice both individually and with others. It is helpful to focus on the identification of strengths, exploring things that are going well and coping strategies as well as problem solving activities.*

3.11 Regaining Balance

There are times when staff and children will need to regain balance. This will be achieved through incorporating mindfulness exercises, such as deep breathing exercises or sensory breaks. Setting boundaries, prioritising self-care, and seeking support from others can also help in finding a sense of balance. Everyone at Parley First School is reminded to listen to their body and mind and make small changes that promote overall well-being and balance in all aspects of life.



3.12 Relational Repair

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.”

Daniel Siegel and Tina Payne Bryson - The Whole-Brain Child (2012)

Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges, or harm is caused. The demands of school mean that some children (and adults) will need support to repair and restore relationships and learn from the mistakes made. For children with attachment insecurities, the repairing of relationships will be vital. The child will need our empathy, our understanding and our support to stay regulated whilst having challenging conversations. At Parley First School staff will never leave a child on their own after a difficulty or a relationship rupture. The conversation will support the child in developing an understanding of their feelings and the feelings of others and how feelings impact behaviour as well as how behaviour impacts other people. The child will feel accepted, and the staff can help to mitigate the cycles of shame, rejection and exclusion. The conversation will acknowledge that all behaviour is a form of communication and adopts a ‘no-blame’ ethos. Time will not be spent investigating incidents to attribute sanctions; it seeks to explore thoughts and feelings (of all affected parties) to gain understanding and promote repair and restoration.

Staff at Parley First School will model good cooperation, communication and emotional literacy skills so that children are able to experience and learn these skills themselves. If an interaction with a child becomes difficult for the adult, the adult will take time out to get themselves regulated before re-engaging at a later stage. Another familiar adult will swap in to be with the child. Staff will apologise to the child if they mis-attune to them. When something needs to be repaired, the adult will join in too.



Section Four

4.0 Vulnerability Vs Shame

*Vulnerability and shame are closely linked, as vulnerability involves being open to emotional risks and uncertainties, where as shame is the sense of feeling inadequate. Accepting vulnerability can foster connections and foster empathy and acceptance, while shame typically stems from a fear of criticism and can harm self-esteem and relationships. Recognising and addressing feelings of shame is crucial for developing a genuine and satisfying life rooted in vulnerability and self-compassion. Learning from mistakes is part of the school experience. Children who have experienced developmental **trauma** tend to get stuck in shame. Shame makes the child want to hide, reducing the opportunity for connection and learning. Shame can lead to over-reactive responses to create distance from shame.*

4.1 Remaining open and engaged

*A visual comparison that illustrates the concept of staying open and engaged is a river flowing between two banks, symbolising **integration**. - Dan Siegel (2010). When we stay in the river, we are integrating our own brain functions and relationships and can facilitate **integration** for the child. At Parley First School, we remain open and engaged which puts us into the free-flowing river where we can adapt to what the child needs as we respond flexibly and helpfully. The adult can make sense of what the child is doing and this understanding guides us to provide the child with what is needed. This will help the child to trust the adult and to become comfortable with reciprocal relationships.*



Section Five

5.0 Celebrating relationships

*At Parley First School we celebrate our positive relationships and interactions with children through unconditional positive regard. Through our **relational** approaches we understand that positive and effective feedback is better than rewards. We look to teach and nurture children moving away from external control systems which are unlikely to work for all children in our school.*

5.1 Connection before Content

Every morning the children are greeted on entry. Familiar adults are on the playground and in the classroom. The children arrive in class and are given the opportunity to complete a connection focused task that looks to settle and soothe them into their day. Children can choose from a selection of different tasks. Quiet music is played and where possible, low lighting or no lights are used. During this time, teachers and TAs have the opportunity to quietly check in with children.

After break time, children come back into class to enjoy a class book together whilst eating their snack. As a school, we recognise the importance of time for everyone to settle and unwind after playtime.

Following lunchtime, the children are greeted back into class by their familiar adults. Lighting is low or off where possible and again children are given the opportunity to unwind through connection focused tasks. Quiet music is played in the background giving teachers and TAs the chance to chat quietly to children and check in.

‘Without relatedness, no work can occur.’

Peter Block (2008)

5.2 Marble Jars

Children work together as a whole class to gain marbles. Marbles are unexpected recognition for something they have done. Children are awarded a marble for:

- *Working collectively*
- *Being considerate towards one another*
- *Supporting one another, especially when something is particularly challenging*
- *Positive communication*
- *Demonstrating care and compassion towards one another*
- *Positive problem solving*
- *Perseverance*

*All children are able to contribute towards the marble jar and all children will share the joy of a collective activity as part of the celebration. **No child will miss their marble time unless absent from school.** Examples of whole class marble time activities:*

- *Going to use the outside play equipment outside of a playtime as a group*
- *Having a dance (using Go Noodle, listening to some enjoyable music)*



- Extra time to listen to the class book (in addition to the story being read twice a day)
- Class drawing, doodling, colouring
- Pair and Play; noughts and crosses, dots and boxes etc.

EYFS – 15 marbles

KS1 – 25 marbles

KS2 – 35 marbles

5.3 Birthdays

At Parley First School every child is given the opportunity to have their birthday celebrated. Birthdays are displayed in the classrooms. During assemblies on a Friday, children whose birthday falls that week are invited to the front. The adult leading the assembly will light candles for all children to blow out whilst the school sings happy birthday. Children are not expected to do this but are invited to join the celebration.

5.4 Feedback and praise

*At Parley First School we use praise and feedback effectively to support children to reflect on their behaviour in a way which will best support learning. We use encouragement, positive feedback and genuine personal praise. There is extensive research which suggests that the most effective feedback is: Specific -“You stayed really focused today even when it got tricky” rather than “You were great today”. This leads to greater understanding of exactly what the child should be doing. We say “It was kind and thoughtful of you to let others go first” rather than “You are kind” as this leads to a belief that things are not fixed, everyone can behave well on some days and make mistakes on others. We identify clear next steps. “You need to wait to take your turn when talking in a group” rather than “You need to be better next time”. This supports children to understand **expectations** and focus on their actions.*

*At Parley First School we take a **relational** approach of using positive and effective feedback rather than rewards. Children who have experienced attachment insecurity or **trauma** have not yet developed internal control and therefore the external control systems of rewards are unlikely to impact positively on their behaviour. At Parley First School, we give the children thoughtful feedback about their behaviour. We ensure the feedback is genuine. We are curious about behaviour, asking for example, “That went really well, how did you manage to do that?” which will lead to more reflective and beneficial discussions about behaviour. We recognise some children will benefit from a more targeted approach to feedback, such as regular check-ins from key adults which is consistent, reliable and focused positively on them. The check-ins involve effective feedback, curious questions to encourage the child to reflect on their behaviour and agreements as to what the next steps need to be. See Appendices for specific feedback examples*

5.5 Celebration assemblies

At Parley First, children are recognised for demonstrating the school values and for their personal successes. During whole school assembly, children that are being celebrated for their individual achievements. These will be shared with their adults



at home through Marvellous Me. Celebration assembly is also an opportunity to celebrate successes with learning such as TT Rockstars. During this assembly, children who have achievement outside of school are invited to bring in their award to share with the school. All out of school activities are celebrated.

5.6 Marvellous Me

Staff at Parley First School use Marvellous Me as an online tool to send home a celebration of achievement or positive message.

5.7 Playtimes and lunchtime

At Parley First School we support our children to have positive relationships, which makes everyone feel safe. This extends to playtimes and lunchtimes. It is a well-known scientific fact that the production of serotonin, oxytocin and dopamine (the feel happy, good mood enhancing chemicals) that occur when anyone is having a good time or taking part in pleasurable activities helps to regulate an otherwise dysregulated mood. Staff actively play and support children during these times to develop relationships during unstructured times. If a child is overwhelmed by the large playground, we support children to have a successful playtime by providing them with a smaller outside area to play with a smaller number of children. See appendices for Graduated Response to behaviour at playtime



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Appendices

Graduated response

Parley First School adopts a relationship focused approach to supporting behaviour. We want all children to feel safe, happy to learn and be successful. We recognise that positive feelings lead to positive behaviours and negative feelings lead to negative behaviours. We ensure that children understand that all behaviours have a consequence, and this can be positive or negative. Within the boundaries of school, we expect children to be respectful and safe.

Please see the graduated response for supporting children's behaviour.

Level 1: Low Level

Possible behaviours: Repetitive calling out, negative attitude towards learning, over excited or silly behaviour, walking around, distracting other children, being rude.

Response: Supported by staff in the classroom

1. A reminder to the whole class around expectations (hands up, no calling out, listening to others etc). Refer to class charter
2. Identify and celebrate those children that are demonstrating expected behaviours
3. Move over to individual child and check in with them 1:1 (consider open questioning; "Are you ok? Do you know what you need to do? Is there anything you need help with?"). Reset behaviour and learning expectations on a 1:1 level
4. Move back over to the child "I notice that this behaviour (NAME BEHAVIOUR) is still happening. This means that the learning for the other children is difficult. I will not accept XXX but I will accept (offer alternative). Consider if the child needs the task adapted, a sensory break, quiet time with a book, go and have a drink and come back, be given a job and then back to task

Level 2: Moderate Level

Possible behaviours: Repetitive disruption to class learning (see above, repetitive is **more than three times with Low Level 1 responses being applied first**), health and safety risk, repeated refusal to follow classroom instructions, persistent rudeness

Response: Supported by staff in the classroom/SLT

1. Steps 1-4 from Low Level response have been tried
2. Change of face where possible; switching between staff in the room and steps 1-4 from Low Level response attempted
3. Offer child a break, use a visual timer and provide an alternative space (sitting in the book corner/using calm corner) attempt to rejoin child after timer
4. Call for 'on call' member of SLT on the phone (radio if necessary, state class)
5. Reset and restorative conversation with SLT member **in class/middle area** with child. Expectations set, child to rejoin class
6. SLT to observe for 5 minutes and celebrate successful reintegration (this may be nonverbally with a thumbs up or verbally)
7. SLT to leave and return after an agreed period of time (time agreed between class staff and SLT) for SLT to return and check in again
8. Adults from home informed at end of day

Level Three: High Level

Possible behaviours: throwing chairs, hurting other children, swearing



Response: Supported by staff in classroom and SLT

1. Ensure other children are not at risk; move others as needed
2. Calmly reassure other children about their safety and next steps
3. Call for support from 'on call' SLT member (state class **but not child's name**)
4. SLT member to support in class where safe and possible
5. Where this is not possible, SLT to take child out to middle area for their year group
6. SLT to co-regulate with child (consider use of sensory tools, walk outside to support regulation)
7. Reset and restorative conversation with SLT member in class with child. Expectations set, child to rejoin class
8. SLT to observe for 5 minutes and celebrate successful reintegration (this may be nonverbally with a thumbs up or verbally)
9. SLT to leave and return after an agreed period of time (time agreed between class staff and SLT) for SLT to return and check in again
10. Adults from home informed

Playtime responses

Level 1: Low Level

Possible behaviours: Being unkind verbally to other children, disrupting play for other children, physical disagreement between two children, not following instructions by an adult

Response: Supported by staff on duty

1. Walk over to child/children involved. Identify key children involved and move to a space to talk to them
2. Adult to lead conversation "I hear that XXX has happened. Can you tell me what happened?". Support children in all having a chance to share what happened.
3. Adult to facilitate resolution "What needs to happen next? How can we stop this from happening again?"
4. Reset playtime expectations for behaviour

Level 2: Moderate Level

Possible behaviours: Persistently unkind verbally to other children, persistently disrupting play for other children, physical disagreement between two children causing injury to one or both, not following instructions by an adult and running off (**Persistently is more than three times with Low Level 1 response being applied first**)

Response: Supported by staff on duty

1. Steps 1-4 from Low Level response have been tried
2. Use a 'change of face' approach with a member of staff on the playground/field
3. Follow steps 1-4 from Low Level response with **new** member of staff
4. If behaviour continues; call for support from SLT. **State location but not child's name**
5. Adults from home informed

Level Three: High Level

Possible behaviours: fighting with other children, using equipment dangerously and refusing to listen to adult's safety reminders, swearing

1. Move other children away if needed
2. Stay with child maintaining safe distance (respect space if child is requesting but ensure supervision)
3. Call for support from SLT – state location but not child's name
4. Inform SLT member in person but at a distance away from the child
5. SLT to support
6. Adults from home informed



Consequences

At Parley First School we do not remove children's right to play for incomplete learning. We recognise that children need playtime for exercise, wellbeing and social interactions. If learning is incomplete, we will review when this learning can be caught up. We understand that we may need to moderate the task and we will seek to get beneath the behaviour to identify the reason for the refusal/incomplete learning.

For playtime behaviour where children have demonstrated Level 1: Low Level a conversation with the adult teaching in class will take place before the next playtime. Expectations will be reset with the view to plan for success.

Where Level 2: Moderate behaviours have been present, staff will review and consider impact of the next play. Where possible, a conversation with the adult teaching will take place and the child will rejoin playtime. If staff feel the child is unsettled and not ready for large group playtime, a small garden approach to playtime will be adopted. The child will spend playtime with an adult or an adult and a few children. The purpose of this is for the child/ren to play in a contained environment with greater staff supervision. Staffing of small garden to be planned in discussion with staff team and SLT. This is a targeted intervention and done for a planned amount of time dependent on the level of need. Child/ren to be reintegrated back onto the playground/field once completed.

Where Level 3: High behaviours have been present, the child/ren will have a small garden intervention with a member of SLT. This again is a targeted intervention which is done for a planned amount of time. Child/ren to be reintegrated back onto the playground/field once completed.

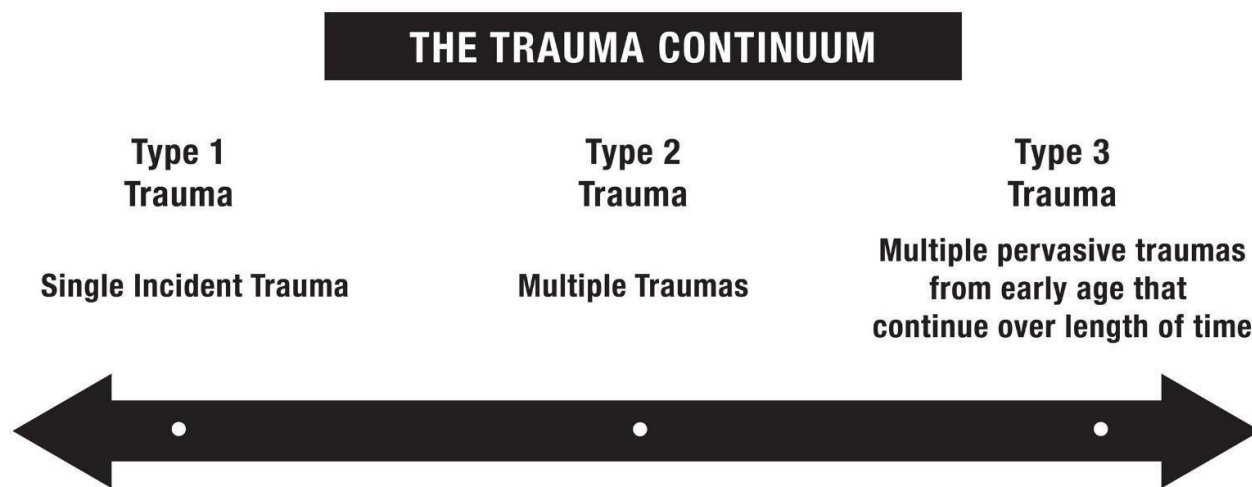
Suspensions

Parley First School believes that all children have a right to feel safe at school. School must provide a safe environment which allows everyone to learn. The school follows relational practices with a relationship focused approach, which aims to support all children. There is a graduated response to behaviour which ensures that the safety and learning environment for all is protected.

However, if approaches towards behaviour have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that pupils are protected from disruption and can learning in safe, calm and supportive environments. (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement January 2022)



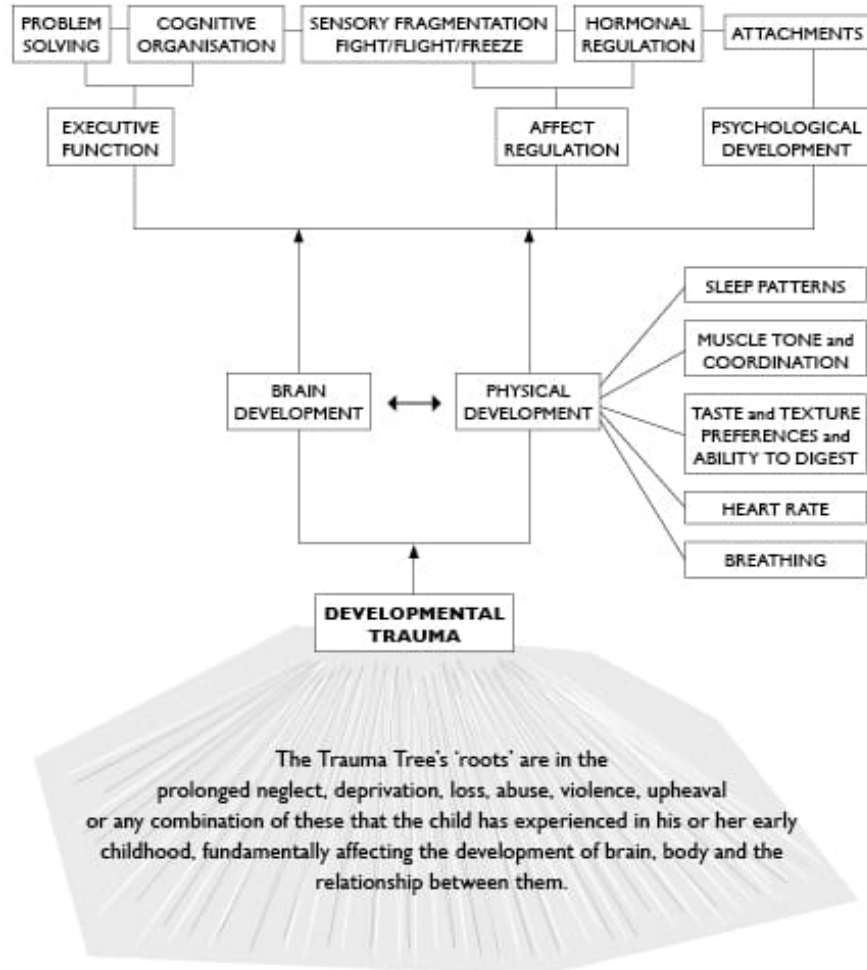
The Trauma Continuum



THE TRAUMA CONTINUUM © BETSY DE THIERRY, 2014



The Trauma Tree



TRAUMA TREE

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Autonomic Nervous System Chart

AUTONOMIC NERVOUS SYSTEM: PRECISION REGULATION						
** WHAT TO LOOK FOR **						
	LETHARGIC Parasympathetic I (PNS I)	CALM Parasympathetic II (PNS II) <i>Ventral Vagus</i>	ACTIVE/ALERT Sympathetic I (SNS I)	FLIGHT/FIGHT Sympathetic II (SNS II)	HYPER FREEZE Sympathetic III (SNS III)	HYPO FREEZE Parasympathetic III (PNS III) <i>Dorsal Vagus Collapse</i>
		"Normal" Life		Threat to Life		
PRIMARY STATE	Apathy, Depression	Safe, Clear Thinking, Social Engagement	Alert, Ready to Act	React to Danger	Await Opportunity to Escape	Prepare for Death
AROUSAL	Too Low	Low	Moderate	High	Extreme Overload	Excessive Overwhelm Induces Hypoarousal
MUSCLES	Slack	Relaxed/toned	Toned	Tense	Rigid (deer in the headlights)	Flaccid
RESPIRATION	Shallow	Easy, often into belly	Increasing rate	Fast, often in upper chest	Hyperventilation	Hypo-ventilation
HEART RATE	Slow	Resting	Quicker or more forceful	Quick and/or forceful	Tachycardia (very fast)	Bradycardia (very slow)
BLOOD PRESSURE	Likely low	Normal	On the rise	Elevated	Significantly high	Significantly low
PUPILS, EYES, EYE LIDS	Pupils smaller, lids may be heavy	Pupils smaller, eyes moist, eye lids relaxed	Pupils widening, eyes less moist, eye lids toned	Pupils very dilated, eyes dry, eye lids tensed/raised	Pupils very small or dilated, eyes very dry, lids very tense	Lids drooping, eyes closed or open and fixed
SKIN TONE	Variable	Rosy hue, despite skin color (blood flows to skin)	Less rosy hue, despite skin color (blood flows to skin)	Pale hue, despite skin color (blood flow to muscles)	May be pale and/or flushed	Noticeably pale
HUMIDITY						
Skin	Dry	Dry	Increased sweat	Increased sweat, may be cold	Cold sweat	Cold sweat
Mouth	Variable	Moist	Less moist	Dry	Dry	Dry
HANDS & FEET (TEMPERATURE)	May be warm or cool	Warm	Cool	Cold	Extremes of cold & hot	Cold
DIGESTION	Variable	Increase	Decrease	Stops	Evacuate bowel & bladder	Stopped
EMOTIONS (LIKELY)	Grief, sadness, shame, disgust	Calm, pleasure, love, sexual arousal	Anger, shame, disgust, anxiety, excitement, sexual climax	Rage, fear	Terror, may be dissociation	May be too dissociated to feel anything
CONTACT WITH SELF & OTHERS	Withdrawn	Probable	Possible	Limited	Not likely	Impossible
FRONTAL CORTEX	May or may not be accessible	Should be accessible	Should be accessible	May or may not be accessible	Likely inaccessible	Inaccessible
INTEGRATION	Not likely	Likely	Likely	Not likely	Impossible	Impossible
RECOMMENDED INTERVENTION	Activate, Gently Increase Energy	Continue Therapy Direction	Continue Therapy Direction	Put on Brakes	Slam on Brakes	Medical Emergency CALL PARAMEDICS

*Observe client states: To modulate arousal with brakes. Adjust in yourself: To think clearly & prevent vicarious trauma & compassion fatigue.

© 2000, 2014, 2016 Babetta Rothschild Sources: Multiple medical & physiology texts; P. Levine 2010; S. Porges, 2011.
Reprinted with permission from *The Body Remembers*, Volume 2: Revolutionizing Trauma Treatment (W.W. Norton, 2017)



Roots and fruits plan

Anti-social/difficult/dangerous behaviours (No. 1)

The behaviour logged on your systems can populate this box e.g. SIMS, CPOMs etc. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

- Running inside the school building - Refusing to start a task in literacy - Calling out when the teacher is talking - Throwing pencils in class - Putting equipment in their mouth	- Pushing over chairs - Kicking staff - Going under the table - Using racially abusive language - Intimidating younger pupils - Hiding in the toilet block - Climbing the outside of the building
--	---

Avoid generic undefined terminology such as 'disruptive, hurting, defiance, bullying' as they are not specific and will make it more difficult to write the therapeutic plan.

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the therapeutic plan.

Pro-social behaviours (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on three to five key behaviours that you want to facilitate and achieve.

Examples: -

- Walking while inside the school building - Starting a task independently - Putting their hand up to answer a question - Using only the specified equipment	- Staying at their work station for 10 mins - Asking staff to help with a task - Coming in off the playground when asked - Participating in an adult-led game with peers
---	---

This section should populate the pro-social behaviour section of the therapeutic plan

The therapeutic tree should be a working document; once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

Anti-social/negative feelings (No. 2)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feelings rather than just the obvious ones e.g. anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt or fearful.

- Helpless - Anxious - Blamed - Shamed - Uninspired - Disliked - Rejected - Isolated - Controlled - Forced	- Worried - Bored - Irrelevant - Rejected - Hungry - Pain - Confusion - Embattled - Worthless - Embarrassed
---	--

Pro-social positive feelings (No. 5)

This section identifies how the child would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below in No. 6 should consider the feelings we want to achieve and ensures we do not make an assumption based on how it would make *us* feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel.

- Happy - Calm - Liked - Involved - Safe - Included	- Valued - Inspired - Needed - Understood - Respected - Motivated
--	--

If you begin by identifying a feeling, e.g. 'safe', you will then need to think about what experiences you can provide so they feel safe.



Zones of Regulation (ZoR)

Zones of regulation is a proactive, skills based approach to talking about emotions. It uses simple, common language to understand, talk about and teach regulation. ZoR is a consistent, metacognitive pathway to follow for regulation. A core belief of ZoR is that all zones are okay. We routinely experience several of the zones across a day. We do not convey the message that the Green Zone is the only acceptable zone to be in. We acknowledge, accept and support all feelings.

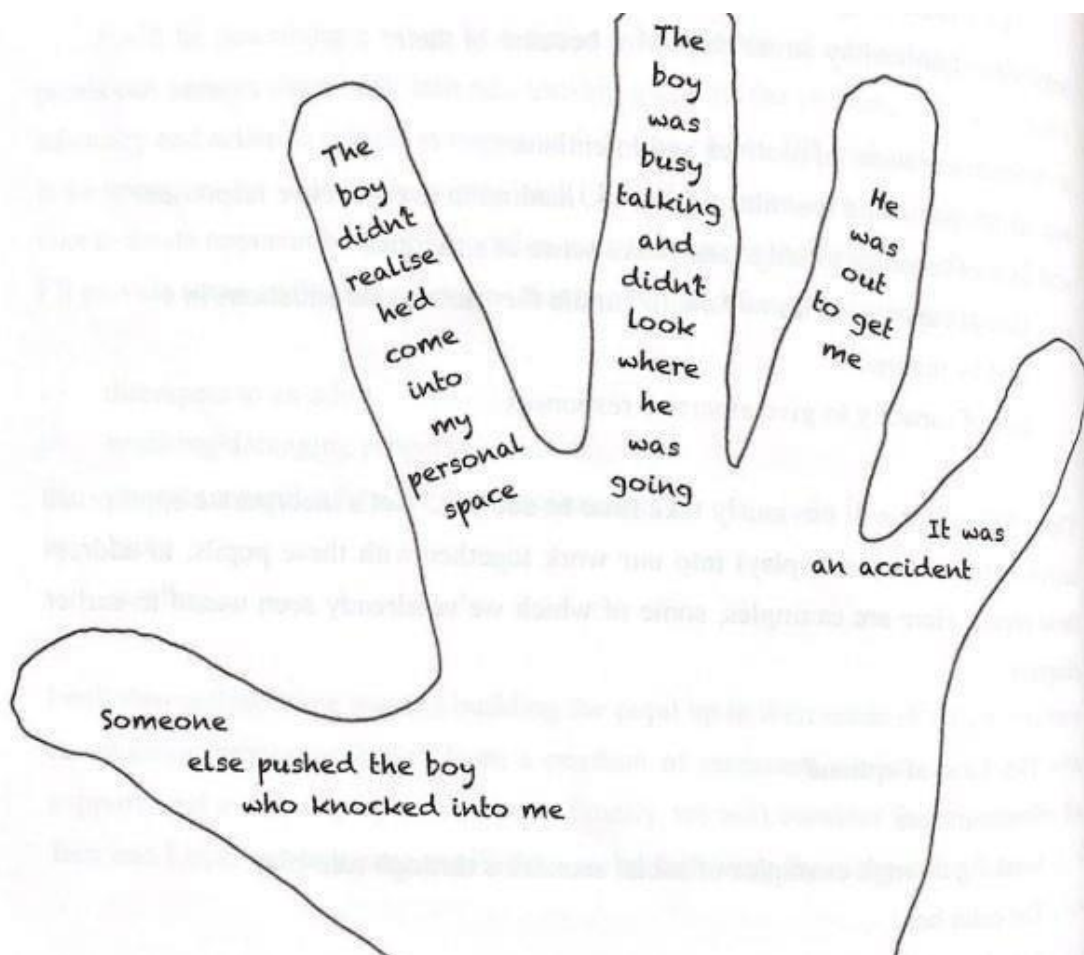
How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help



Hand of options

Talk through five possible motives and intentions that might have been behind whatever has caused the pupil you are working with stress or shame. The pupil is likely to have assumed immediately that the other pupil or adult was 'out to get them' to harm them in some way. This is a possibility, but usually is not the reality. We can help our key pupil to have more of a realistic view as to what might be going on behind the scenes. Talking it through together expands options.



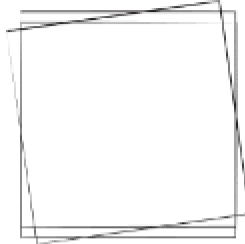


Restorative de-brief visuals (KS1 and KS2)

KS1

Reflect and Reset

? What happened?

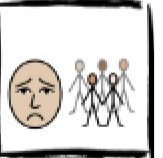


How were you feeling?



sad upset angry

What was the impact?



Made someone upset Hurt someone I feel sad Made others feel sad

Let's fix it...

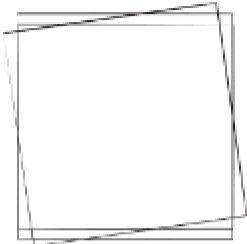


Say sorry Write a sorry note Another idea

KS2

Reflect and Reset

? What happened?

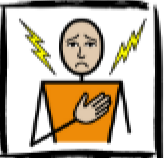


How were you feeling?



sad upset jealous angry

What was the impact?



Made someone upset Hurt someone I feel sad Made others feel sad

Let's fix it...

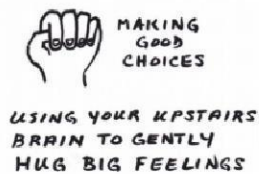
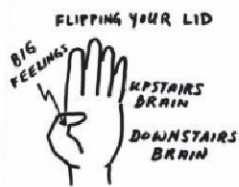
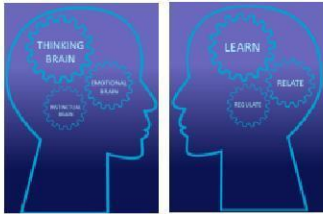


Say sorry Write a sorry note Another idea



Hand brain model (Dan Siegel)

Understanding brain states can help emotional regulation



- Notice feelings
- Name feelings
- Learn strategies to help

We can use our hand to show what happens to our brain. Our fingers are our upstairs brain and our thumb and our palm is our downstairs brain.



Our brain works best when the upstairs (thinking) and downstairs (emotion) brain work together by sending messages to each other.



When we experience big emotions, our upstairs thinking brain flips up and our downstairs brain is in charge! This means that it is hard for our upstairs brain to help our downstairs brain to stay calm.



When we flip our lid, we need to get our upstairs and downstairs brain talking to each other again so that our upstairs brain can calm our downstairs brain down. We need our upstairs brain to hug our downstairs brain!